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ABSTRACT

As part of the language arts curriculum framework developed in accordance with "Rules, Regulations, and Minimum Standards" of the Tennessee State Board of Education, this language arts curriculum guide contains the goals, concepts, and terminal objectives for second grade language arts. Following a brief introduction and description of the curriculum framework, the guide is divided into the following language arts "strands" (divisions of skill areas): (1) handwriting; (2) grammar/mechanics; (3) spelling; (4) composition; (5) thinking and organizational skills; (6) listening skills; and (7) oral communication skills. Each page of the guide addresses a strand objective, and consists of instructional objectives, associated content statements, and skills and activities that may be used to enhance the understanding of the terminal objective. In addition, space for curriculum cross-references (indicating where the objective appears in the curriculum guide of another discipline) and a resource column, contingent on materials available to the teacher, are provided. (MM)

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LANGUAGE ARTS

CURRICULUM GUIDE

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LANGUAGE ARTS
CURRICULUM GUIDE
STATE OF TENNESSEE



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FOREWORD

The Language Arts Curriculum Guide is designed to identify the minimum skills students should master at each grade level. Some of the skills included in this guide are skills which were previously covered by BSF Reading and are closely correlated with the revised BSF Reading. Since this correlation is so great, each of the language arts objectives is a very critical objective. Unlike the BSF Reading program, there are no mastery tests or individual student records required for language arts.

The guide is designed to help local personnel in their continuing task of insuring that all students in the Tennessee public schools learn language arts skills and develop the ability to apply them in everyday life. Its use will enable students to understand and use effective oral and written communication, to think logically, critically, and creatively, and to apply these skills in other content areas.

Note: Although some of the terminal objectives have been revised, the intent of them remains the same and the framework will be changed in the next cycle.

PREFACE

The organization of a school curriculum may vary in order to meet the needs of the student population served. This curriculum guide has been designed to provide flexibility in developing educational programs, while allowing school systems to meet state curriculum requirements. The State Board of Education has determined that curriculum frameworks for Tennessee schools will be organized by subject areas. **RULES, REGULATIONS, AND MINIMUM STANDARDS** of the State Board of Education, in section 0520-1-3.02(3)(a), states as follows:

The State Board of Education shall establish a curriculum framework for each subject area, grades K-12. These frameworks shall contain the broad goals and objectives which identify the minimum content required at each grade level. The approved frameworks shall be the basis for planning instructional programs in each local school system.

The Department of Education shall utilize the approved framework to develop curriculum guides in each subject, grades K-12. School systems shall use the curriculum guides made available by the State Department of Education or locally-developed guides which have been approved by the State Board of Education upon the recommendation of the Commissioner of Education.

The language arts curriculum is organized into seven strands: Handwriting, Grammar and Mechanics, Spelling, Composition, Thinking and Organizational Skills, Listening Skills, and Oral Communication Skills. Terminal objectives under each strand can be identified by the five characters of the objective number. The first character is the grade level, the second character is the discipline (language arts), the third character is the strand, and the last two digits represent the numerical sequence of the objective within the strand.

Example - the instructional objective number 431A1.04 is translated as follows:

- 4 = Grade 4
- 3 = Language Arts
- 1 = Strand - Handwriting
- A1 = Terminal Objective
- .04 = Fourth Instructional Objective

Each page of the guide contains instructional objectives, associated content and suggested activities that are designed to insure the mastery of the terminal objective. The curriculum cross reference indicates where this objective relates to objectives in another discipline and may be helpful in unit planning. The column labeled "Resources" is designed to be used at the local level to list materials available to teach the instructional objectives.

The language arts curriculum is designed to provide a scope and sequence for the teaching of language arts. Implementation of the language arts curriculum guide requires initial inservice training, on-going staff development and continuous program monitoring.

SECOND GRADE LANGUAGE ARTS TABLE OF CONTENTS

INSTRUCTIONAL OBJECTIVES

STRAND: HANDWRITING

PAGE

231A1.01	demonstrate the motor skills necessary for writing.	1
231A1.02	demonstrate visual perception skills.	2
231A1.03	respond to instructions involving concepts of directionality.	2
231A2.01	position paper properly.	3
231A2.02	hold a pencil correctly.	3
231B1.01	write letters and numerals correctly with and without a model.	4
231B1.02	align manuscript letters correctly on lines.	4
231B1.03	write words and sentences correctly with and without a model.	5
231B1.04	write punctuation marks correctly.	6

GRAMMAR/MECHANICS

232A1.01	recognize a complete sentence.	7
232A1.02	arrange words in logical order to form sentences.	8
232B1.01	identify common and proper nouns.	9
232B1.02	identify nouns as singular or plural.	9
232B1.03	use present tense verbs.	10
232B1.04	use past tense verbs.	11

232B1.05	use future tense verbs.	11
232B1.06	use contractions.	12
232B1.07	use pronouns.	12
232B1.08	use adjectives.	13
232B1.09	use adverbs.	13
232C1.01	capitalize the first word of a sentence.	14
232C1.02	capitalize the pronoun "I."	14
232C1.03	capitalize proper nouns.	15
232D1.01	use periods.	16
232D1.02	use a question mark.	16
232D1.03	use exclamation marks.	17
232D1.04	use an apostrophe.	17

STRAND: SPELLING

233A1.01	associate consonant sounds with their spellings.	18
233A1.02	associate the sounds of consonant digraphs with their spellings.	18
233A1.03	associate the sounds of consonant blends with their spellings.	19
233A1.04	associate short vowel sounds with their spellings.	20
233A1.05	associate long vowel sounds with their spellings.	21
233A1.06	associate the sounds of vowel digraphs with their spellings.	22
233A1.07	associate the sounds of vowel diphthongs with their spellings.	23

233A1.08	associate the sounds of r-controlled vowels with their spellings.	23
233B1.01	spell second grade level words.	24
233C1.01	use a study step plan to spell words.	25
233D1.01	use inflectional endings to spell words.	26
233D1.02	form compound words.	27
233D1.03	use context as an aid to decoding word meaning.	27

STRAND: COMPOSITION

234A1.01	identify the two parts of a sentence.	28
234A1.02	write examples of the four types of sentences.	28
234B1.01	recognize criteria for writing a good story.	29
234B1.02	write a group story.	29
234B1.03	write a story.	30
234C1.01	identify and complete rhymes.	31
234C1.02	recognize and compare poems.	31
234D1.01	formulate ideas.	32
234E1.01	write a friendly letter.	33
234E1.02	address an envelope.	33
234E1.03	write a thank-you note.	34
234E1.04	write an invitation.	34
234F1.01	revise for improved expression.	35

234F1.02 develop proofreading skills.

36

STRAND: THINKING AND ORGANIZATIONAL SKILLS

235A1.01 make observations.

37

235A1.02 ask questions.

38

235A1.03 compare and contrast.

39

235A1.04 classify.

40

235A1.05 sequence.

41

235A1.06 make inferences.

41

235A1.07 use inductive thinking to draw a conclusion or make a generalization.

42

235A1.08 determine cause and effect.

42

235A1.09 distinguish reality and fantasy.

43

235A1.10 make judgments.

44

235A1.11 solve a problem.

44

235B1.01 brainstorm ideas.

45

235B1.02 create an original idea.

46

235B1.03 elaborate on an idea.

46

STRAND: LISTENING SKILLS

236A1.01 recognize the purposes for listening.

47

236A1.02 listen attentively.

47

236A1.03 listen to follow directions.

48

236B1.01	listen for sequence.	49
236B1.02	listen to predict an event or outcome.	49
236B1.03	listen to distinguish real from imaginary.	50
236B1.04	listen for the main idea.	50
236C1.01	listen to literature.	51

STRAND: ORAL COMMUNICATION SKILLS

237A1.01	name common objectives.	52
237A1.02	identify vocabulary from context.	52
237B1.01	speak clearly, properly and politely.	53
237B1.02	relate information orally.	53
237B1.03	relate information to complete sentences.	54
237B1.04	express ideas and feelings orally.	54
237B1.05	use the telephone.	54
237B1.06	engage in choral reading.	55
237B1.07	retell a story.	55
237B1.08	give oral directions.	55

LANGUAGE ARTS - GRADE 2

SUBJECT AREA: Writing

GOAL: 23000 Understanding and utilizing written communication

STRAND: Handwriting

TERMINAL OBJECTIVE: 231A1.00 To demonstrate physical readiness for handwriting

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 demonstrate the motor skills necessary for writing.	Gross motor, large muscle, control is essential for proper physical development. Children develop efficient patterns of movement, leading to refinement of muscle coordination in the form of fine motor skills. Gross motor skills include standing balanced and upright, walking, jumping, hopping, galloping, and skipping.	manipulating	A. Provide an activity center where students can perform the following activities: folding and creasing paper; opening a lock with a key; lacing a shoe; opening and closing a safety pin; building a structure with blocks or sticks; using a pencil sharpener and eraser; dialing a telephone; driving a nail; drawing a line with a ruler; and threading a needle.	P.E. 291C1	
		manipulating	B. Activities using a combination of tracing, coloring, cutting and pasting may be used with the students on a regular basis as enrichment activities for other content area instruction.		
	Fine motor skills require the efficient use of smaller muscles in coordination. Small muscles in the fingers, hands, and wrists need to be developed sufficiently before writing techniques can be taught. Fine motor skills are demonstrated by such activities as coloring, cutting, lacing, buttoning, zipping, and tracing.	manipulating	C. Students who need extended experiences with any of these skills may be given independent projects. Activities which provide exercise for the fingers, hands, and wrists aid in developing the muscle coordination necessary for handwriting.		

LANGUAGE ARTS - GRADE 2

SUBJECT AREA: Writing

GOAL: 23000 Understanding and utilizing written communication

STRAND: Handwriting

TERMINAL OBJECTIVE: 231A1.00 To demonstrate physical readiness for handwriting

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE	RESOURCES
The learner will: 1.02 demonstrate visual perception skills.	Visual perception requires processing accurately information obtained through sight. Visual perception involves visual discrimination and visual memory.	observing, recalling	A. Put various shapes, including triangles, rectangles, ovals, diamonds, and hearts, on cards. Show students a pattern of shapes for several seconds and have them reproduce that particular pattern from memory.	BSF Math 21502	
		copying	B. Have students copy shapes and/or patterns displayed on the chalkboard or bulletin board. Assess the degree to which the students' reproduction deviates from the model. Note significant differences in shape and direction. Also note time and effort needed to reproduce the figure.		
1.03 respond to instructions involving concepts of directionality.	Concepts of directionality include left-right, front-back, up-down, top-bottom, and in-out. Use classroom activities as opportunities to assess students' mastery of terms of directionality. Particular attention should be given to each student's ability to correctly respond to verbal and written directions involving these terms.	listening listening	A. Play "Simon Says" using terms of directionality, such as "Take one step to the right." B. Have students follow instructions such as "Put your name in the top left corner of your paper, and draw a flower on the back of the page."		

LANGUAGE ARTS - GRADE 2

SUBJECT AREA: Writing

GOAL: 23000 Understanding and utilizing written communication

STRAND: Handwriting

TERMINAL OBJECTIVE: 231A2.00 To understand handwriting procedure

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 2.01 position paper properly.	Appropriate paper position is determined by the type of writing being done and the hand used by the student to write. For manuscript writing, the paper should be straight for a right-handed student and slanted to the right for a left-handed student.	recalling observing, analyzing.	A. Have students begin each writing assignment by slanting the paper correctly. B. Have each student observe a partner's paper position and tell the partner what he or she is doing correctly or incorrectly.		
2.02 hold a pencil correctly.	The student should hold the pencil or pen in the writing hand with a relaxed grip. The thumb should be alongside the pencil at least an inch from the point. The index finger should be on the top of the pencil and slightly lower than the thumb. The middle finger should be on the outside of the pencil, slightly lower than the index finger and slightly under the pencil. The last two fingers should be beside the pencil.	analyzing recalling	A. Discuss with students the correct way to hold a pencil. Have a picture available showing a child correctly holding a pencil. Have students demonstrate the correct way to hold a pencil. Note individual difficulties. B. Encourage students to demonstrate proper handwriting procedure whenever they are doing written work. Have students practice writing assignments using a variety of instruments, such as felt tip pens, ball point pens, and ink pens. Remind students of the proper way to hold each instrument.		

LANGUAGE ARTS - GRADE 2

SUBJECT AREA: Writing

GOAL: 23000 Understanding and utilizing written communication

STRAND: Handwriting

TERMINAL OBJECTIVE: 231B1.00 To demonstrate legible handwriting

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 write letters and numerals correctly with and without a model.	Second grade students are continuing to refine their handwriting skills. They should receive handwriting instruction in order to reinforce previous learning and to insure improvement in handwriting techniques.	copying	A. Have students copy meaningful information from charts, handouts, or the board to practice manuscript writing.		
		copying, reproducing, labeling	B. Have students label pictures, illustrations, maps, etc. using manuscript writing.		
		reproducing	C. Have the students write letters and numerals as the teacher dictates them.		
1.02 align manuscript letters correctly on lines.	The students' chief problem in achieving legible handwriting will likely be in consistently aligning letters and numerals. Fine motor skills must be sufficiently developed before control necessary for accuracy can be required. The evaluation of alignment is generally simple when using lined paper.	observing, tracing	A. Present a correct model of letters or numerals written on lined paper. Have the students trace over the model, and emphasize proper alignment.		
		reproducing, evaluating	B. Have the students write the letter or numeral being taught several times on lined paper. Have them circle the example they consider closest to the model.		

LANGUAGE ARTS - GRADE 2

SUBJECT AREA: Writing

GOAL: 23000 Understanding and utilizing written communication

STRAND: Handwriting

TERMINAL OBJECTIVE: 231B1.00 To demonstrate legible handwriting

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.03 write words and sentences correctly with and without a model.	Letters may be written in a specific sequence or grouped in order to form words. The correct order of strokes used to form letters should be emphasized.	tracing, copying	A. Make picture cards. Below each picture, written on lines in correct form, should be a simple word naming the object. Students should choose a card, trace the letters from left to right, and then write the word on lined paper or a card.		
	Words may be written in a logical sequence to construct simple sentences. With this objective, the concept of spacing should be reinforced. Proper spacing refers to a lower-case "o" between words and two lower-case "o's" between sentences.	comprehending, copying	B. Give the students a model sentence on a handout. Have them read the sentence along with you. Have the students write the sentence in proper form on the lines provided on the handout.		
	The setting of correct margins should be introduced with this objective. The teacher can address the issue of proper spacing for margins according to the content and the purpose of the assignment.	copying	C. Have the students as a class compose a sentence about a picture, then have the students copy the sentence correctly.		

LANGUAGE ARTS - GRADE 2

SUBJECT AREA: Writing

GOAL: 23000 Understanding and utilizing written communication

STRAND: Handwriting

TERMINAL OBJECTIVE: 231B1.00 To demonstrate legible handwriting

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE	RESOURCES
The learner will: 1.04 write punctuation marks correctly.	The punctuation marks addressed should be the period, the question mark, the exclamation point, the comma, and the apostrophe.	observing, copying	A. Have examples of the four types of punctuation marks displayed for the students. Have students refer to the models as they complete writing assignments.	L.A. 232D1	
		copying, evaluating	B. Give a model of the four types of punctuation marks on lined paper. Have the students write each punctuation mark several times and then circle the marks that most closely resemble the model.		

LANGUAGE ARTS - GRADE 2

SUBJECT AREA: Writing

GOAL: 23000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 232A1 00 To understand the elements of sentence structure

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE	RESOURCES
The learner will: 1.01 recognize a complete sentence.	A sentence expresses a complete idea and has two parts, a naming part and a doing part. The subject names a person, thing, idea, or place. The predicate tells what the subject is or does.	listening, analyzing, evaluating identifying, evaluating	A. Have the students listen to a complete sentence. Discuss how the idea is fully expressed. Now have them listen to an incomplete sentence. Discuss what needs to be added to make a complete sentence. B. List a variety of complete and incomplete sentences on a chart or board. Have the students signal "thumbs up" if you read a complete sentence from this list; "thumbs down" if an incomplete sentence is read.	L. A. 234A1	

LANGUAGE ARTS - GRADE 2

SUBJECT AREA: Writing

GOAL: 23000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 232A1.00 To understand the elements of sentence structure

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE	RESOURCES
The learner will: 1.02 arrange words in logical order to form sentences.	Words in a sentence must be in meaningful order. The naming part of the sentence usually comes first.	comprehending sequencing	A. Give students examples of sentences with the words in illogical order. Assist students in arranging the words in logical order. B. Write words on cards. Have the students arrange the cards in an order which makes a sentence.		

LANGUAGE ARTS - GRADE 2

SUBJECT AREA: Writing

GOAL: 23000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 232B1.00 To understand the parts of speech

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE
The learner will:				
1.01 identify common and proper nouns.	A naming word, or noun, refers to a person, place, idea, or thing. A proper noun names a particular person, place or thing. A proper noun always begins with a capital letter.	identifying, categorizing identifying, applying, synthesizing	A. Have students make collages of common or proper nouns; one of persons, another of places, and the third of things. B. Have a certificate for each student which reads: "I am special! My name is _____. I can be a _____, _____, _____ or _____." Have students fill in their names, reminding them that their names are proper nouns. From a suggested list of common nouns, have students fill in the remainder of the certificate.	
1.02 identify nouns as singular or plural.	A noun is singular if it names only one person, place, idea, or thing. A noun is plural if it names more than one person, place, idea, or thing. Most nouns form their plurals by adding "s."	recognizing, verbalizing identifying reading, identifying	A. Have students look at a chart with nouns written in singular and in plural forms. Help them to recognize that the final "s" changes the word to mean more than one. B. On a handout have the singular form and the plural form of several nouns. Have the students draw or paste pictures to represent each word in its singular or plural form. C. Give students sentences with a noun omitted. Have students select from two choices, the singular form and plural form, the one which belongs in the blank, such as "The _____ are in our class (boy, boys)."	BSF Reading 22217, 22222 L. A. 233D1

LANGUAGE ARTS - GRADE 2

SUBJECT AREA: Writing

GOAL: 23000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 232B1.00 To understand the parts of speech

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE	RESOURCES
The learner will: 1.03 use present tense verbs.	Present tense verbs tell about action or being in present time. An "s" is usually added to the base word of present tense action verbs when only one person, place, or thing is the subject. "Is," "are," "have," and "has" are present tense verbs of being. Present tense is often signaled by the use of the words "today" and "now." Students should not be concerned with the word "tense." The purpose of this objective, and of the next two objectives, is to have students use verbs to express time and to use verbs and subjects that agree. Students whose basic language is a dialect which omits the final "s" of third person singular verbs will have particular difficulty in hearing and using the standard form. Teachers should use tact and sensitivity in presenting forms which conflict with students' natural language in order not to damage their self-esteem.	recognizing, verbalizing identifying comprehending	A. Have the students role play the action of various verbs. The students guessing the word must use it correctly in a sentence. (run; She runs in place.) B. Have the students describe imaginary friends by telling how they look or something special they can do. Have students write at least three sentences about this friend and underline the present tense verbs. C. Give students a sentence in which the verb has been omitted. Have students choose the correct verb form to complete a sentence. Emphasize agreement. (She has... and They have...)		

LANGUAGE ARTS - GRADE 2

SUBJECT AREA: Writing

GOAL: 23000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 232B1.00 To understand the parts of speech

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.04 use past tense verbs.	Past tense verbs tell about action or being in past time. "Was," "were," "had," "went," and "saw" are past tense verbs. Many verbs form the past tense by adding the ending "-ed" to the base word. The final consonant letter should not be doubled when "ed" is added. Past tense is often signaled by the word "yesterday."	comprehending, composing comprehending	A. Have the students tell something they do each day, such as, "I walk to school." Now, have the students add "-ed" to the verb to place the action in the past, such as "I walked to school yesterday". B. Have students select the correct verb form to complete a sentence. Emphasize time and agreement with the subject.		
1.05 use future tense verbs.	A future tense verb tells action or being which has not yet happened. The helpers "shall" and "will" are used with the present tense form to show future tense. The word "tomorrow" usually signals future tense.	discussing, listening, observing, associating writing, comprehending, associating	A. Have students plan a future activity, such as a party. Have students tell what they will do and what will happen at the party. Write the statements on a chart. Underline the future tense verbs. B. Have students complete sentences which contain the words "yesterday," "today," and "tomorrow" to signal the appropriate word.		

LANGUAGE ARTS - GRADE 2

SUBJECT AREA: Writing

GOAL: 23000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 232B1.00 To understand the parts of speech

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.06 use contractions.	Verbs are often combined with pronouns or the word "not" to form contractions, such as "he's" and "don't." Students often have difficulty with subject and verb agreement, especially when the verb is part of a contraction.	writing, composing, associating	A. List the contractions "hasn't," "haven't," "wasn't," "weren't," "doesn't," and "don't," on the board. Have students write sentences with these contractions using the following pronouns as subjects: "I," "he," "she," "it," "they," "we" and "you."	BSF Reading 22223	
		listening, observing, associating	B. With the students, make a list of contractions formed with a verb and "not." Beside each contraction list the pronoun that can be used with the contraction, such as "wasn't" - I wasn't, he wasn't, she wasn't.		
1.07 use pronouns.	A pronoun is a word which replaces a noun. The pronoun must agree with its antecedent in person, number and case.	composing, writing	A. Have the students draw pictures of their best friends. Have them then fill in this sentence on their drawings: "This is my friend _____ (name)." Have students tell the class three things about their friends, using complete sentences beginning with "he" or "she."		
		comprehending, composing	B. Have the students look at a variety of pictures showing a boy, a girl, a group, or objects. Have each student use a complete sentence with appropriate pronouns to tell something about the picture.		

LANGUAGE ARTS - GRADE 2

SUBJECT AREA: Writing

GOAL: 23000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 232B1.00 To understand the parts of speech

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE	RESOURCES
The learner will:					
1.08 use adjectives.	An adjective describes a person, place, or thing. Words that tell color, number, size, shape, sound, taste, and words that compare are adjectives.	discussing, analyzing describing	A. Have the students give a nonsense name to a common object. Then have them use only adjectives for clues to identify the object. B. Give the students a list of nouns. Have them use a describing word to tell about each noun. Illustrate each noun/adjective pair.		
1.09 use adverbs.	Words that tell how, where, when or to what extent are adverbs. Adverbs often end in "ly."	observing, describing comprehending, describing dramatizing, analyzing	A. Have the students be reporters. They should report on what is happening in a picture and where it is happening. B. Display sentences which have the adverbs omitted. Have students complete the sentences. (The boy walked _____ to school.) C. Have the students orally state a verb and then act out the adverb. (run - slowly, quickly, hard, etc.)		

LANGUAGE ARTS - GRADE 2

SUBJECT AREA: Writing

GOAL: 23000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 232C1.00 To understand the use of capitalization

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 capitalize the first word of a sentence.	Begin every sentence with a capital letter.	recognizing	A. Give the students examples of telling sentences and asking sentences. Have them circle the first letter of each sentence to emphasize that it is a capital letter.	L.A. 234A1	
		recognizing, copying	B. Have the students copy a language experience story from a chart or the board. Emphasize that the first letter of each sentence should be capitalized.	L.A. 234B1	
		listening, composing, identifying	C. Dictate simple sentences or have students compose their own sentences. Have students underline the first letter of each sentence with a colored pen.	L.A. 234A1	
1.02 capitalize the pronoun "I."	The pronoun "I" is always capitalized.	writing, composing	A. Have students write simple sentences about a personal experience and underline the pronoun "I."		
		scanning, recognizing	B. Have students scan a story written in first person. Have them find each time the word "I" is used and note that it is capitalized.		

LANGAUGE ARTS - GRADE 2

SUBJECT AREA: Writing

GOAL: 23000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 232C1.00 To understand the use of capitalization

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE	RESOURCES
The learner will: 1.03 capitalize proper nouns.	Proper nouns include names of people and their titles, names of days, months, years, and places. These nouns should be capitalized.	labeling, writing	A. Have the students collect pictures of places they would like to visit. Label the pictures as to state, city and country, with proper nouns capitalized correctly.	L.A. 232B1	
		recognizing	B. Give the students sentences using proper nouns. Have them circle all proper nouns.	L.A. 232B1	
		identifying, writing, listening	C. Dictate sentences containing proper nouns. Have students underline the proper nouns.	L.A. 232B1	

LANGUAGE ARTS - GRADE 2

SUBJECT AREA: Writing

GOAL: 23000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 232D1.00 To understand the use of punctuation

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 use periods.	A period is used at the end of a telling sentence or a command. Abbreviations and titles usually end with a period.	reading, writing	A. Give the students a list of telling sentences and commands and have them place a period at the end of each one.	L.A. 234A1 L.A. 234B1	
		composing, writing	B. Have the students write three telling sentence about recess. Have them use periods appropriately. Periods may be made with a colored pen for emphasis.		
		recognizing	C. Give the students a list of titles and proper names, such as Dr. Jones, Mrs. Smith and Mr. Wilson. Have them circle the titles used with a period.		
1.02 use a question mark	An asking sentence ends with a question mark.	reading, writing	A. Give the students several interrogative sentences. Have them write a question mark at the end. Then have them illustrate a possible answer.		
		listening, composing, questioning	B. Have the students listen to a short explanation of a field trip to be made. Have them write one question they would ask in connection with the trip. Remind them to use a question mark properly.	L.A. 235A1	

LANGUAGE ARTS - GRADE 2

SUBJECT AREA: Writing

GOAL: 23000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 232D1.00 To understand the use of punctuation

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE	RESOURCES
The learner will: 1.03 use exclamation marks.	A sentence showing strong feeling ends in an exclamation mark.	listening, analyzing	A. Read sentences to the students using the appropriate expression. Have them show "thumbs up" for exclamatory sentences.		
		applying, reading, verbalizing	B. Give the students a list of sentences and have them provide either a period or exclamation point. Then have them read the sentences with appropriate expression.		
1.04 use an apostrophe.	An apostrophe takes the place of one or more letters when forming a contraction. An apostrophe is also used to show ownership.	writing, analyzing	A. Have the students make a set of cards with common contractions. Have them write the two words on the front, such as, "will not." On the back have them write the contraction "won't" using the apostrophe correctly.	BSF Reading 22223, 22225	
		listening, observing	B. Write a sentence on the board such as "This hat belongs to Mother." Then write "This is _____ hat." Ask students to fill in the blank orally. Write the word "mother's" in the blank. Point out the use of the apostrophe to show ownership.		
		listening, observing	C. Repeat Activity B with plural possessives.		

LANGUAGE ARTS - GRADE 2

SUBJECT AREA: Writing

GOAL: 23000 Understanding and utilizing written communication

STRAND: Spelling

TERMINAL OBJECTIVE: 233A1.00 To understand the sound/symbol relationship to spelling

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 associate consonant sounds with their spellings.	The consonant sound may be in the beginning, medial, or ending position. Most consonant sounds are spelled with a single letter. Some sounds may be spelled in more than one way, such as /k/ spelled with either "k" or "c."	identifying writing	A. Show students pictures of objects. Have the name of each object printed below it with one consonant omitted. Have students fill in the missing consonant. B. Give students a word ending, such as "_____an." Have students write as many words as they can by substituting the initial consonant.	BSF Reading 22203, 22205, 22209	
1.02 associate the sounds of consonant digraphs with their spellings.	Some consonant sounds are spelled with double letters. Consonant digraphs are two letter combinations that do not produce the blended sounds of the particular letters but rather produce a unique speech sound.	recognizing, associating associating, writing	A. Give students several words which contain consonant digraphs such as /ch/, /sh/, /th/, and /ph/. Have them underline the digraphs. B. Give students cards with a picture on each card. Below each picture, write the name of the object pictured, omitting the digraph. Have students fill in each digraph.	BSF Reading 22210, 22204	

LANGUAGE ARTS - GRADE 2

SUBJECT AREA: Writing

GOAL: 23000 Understanding and utilizing written communication

STRAND: Spelling

TERMINAL OBJECTIVE: 233A1.00 To understand the sound/symbol relationship to spelling

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE	RESOURCES
The learner will: 1.03 associate the sounds of consonant blends with their spellings.	Consonant blends are two or three letter consonant combinations that produce a blended sound of the component letters. Blends may be found in the initial, medial or final positions.	recognizing matching, identifying associating, writing	A. Give students a list of words with consonant blends. Have students underline the blends. B. Give students cards, which have several consonant blends such as "gl," "pr," "sk," and "sn" written on them, and a list of words that include those blends. Have students work in pairs, with one student saying the blend and the other finding the word with the blend. C. Show students pictures of objects whose names contain consonant blends. Have the name of each object printed below it with the consonant blend omitted. Have students fill in the missing consonant blend.	BSF Reading 22202, 22208	

LANGUAGE ARTS - GRADE 2

SUBJECT AREA: Writing

GOAL: 23000 Understanding and utilizing written communication

STRAND: Spelling

TERMINAL OBJECTIVE: 233A1.00 To understand the sound/symbol relationship to spelling

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.04 associate short vowel sounds with their spellings.	Short vowel sounds should include the phoneme introduced in first grade for each vowel as well as other phonemes associated with short vowels.	identifying	A. Give students a list of words. As you say the words, have students identify which have the /a/ sound.	BSF Reading 22216	
		identifying	B. Repeat the above activity for other short vowel sounds.		
		identifying, categorizing	C. Give students a set of cards containing words or pictures. Have students identify all the cards representing a short vowel sound supplied by the teacher.		
		identifying	D. Play "Word Detective" with the class. This can be set up as a center game or on a worksheet. Give students a set of words. Tape instructions or present them orally. Give clues for the words. For example, "the mystery word begins with "b" and has a short "a" sound as in hat." The word bat can then be underlined by the student. If students need more prompting, other clues can be given.		
		associating, identifying	E. Give students picture cards with the word written below each picture. The vowel should be omitted. Have students write the vowel letter which spells the missing vowel sound.		

LANGUAGE ARTS - GRADE 2

SUBJECT AREA: Writing

GOAL: 23000 Understanding and utilizing written communication

STRAND: Spelling

TERMINAL OBJECTIVE: 233A1 00 To understand the sound/symbol relationship to spelling

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE	RESOURCES
The learner will: 1.05 associate long vowel sounds with their spellings.	Long vowels often occur immediately before a consonant and final "e" -- "late," "bite," "home." When two vowels come together in a word, the first vowel is usually long, and the second vowel is usually silent, such as in "boat," "bean," and "cheer."	identifying identifying	A. Give students a list of words including words with long vowel sounds. Have students circle all the words having long vowel sounds. Have students underline the letter(s) which spell the long vowel. B. Play "Word Detective" with the class. This can be set up as a center game or on a worksheet. Give students a set of words. Tape instructions or present them orally. Give clues for the words. For example, "the mystery word begins with "r" and has a long "a" before a consonant and final "e."	BSF Reading 22214	

LANGUAGE ARTS - GRADE 2

SUBJECT AREA: Writing

GOAL: 23000 Understanding and utilizing written communication

STRAND: Spelling

TERMINAL OBJECTIVE: 233A1.00 To understand the sound/symbol relationship to spelling

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS REFERENCE	RESOURCES
the learner will: 1.06 associate the sounds of vowel digraphs with their spellings.	A vowel digraph is a sound spelled with two letters, each of which is a vowel. A vowel digraph is more than one vowel sound spelled "ai" "ay"	recognizing identifying associating, recalling	A Give students a vowel digraph such as "ay." Discuss with them the "a" sound in "ay." Give them several words which contain "ay," such as "day" and "tray." Have them underline the vowel digraph in each word as they say each word and listen for the "a" sound. B Discuss a vowel digraph such as "ay" with the class. Give students several words that include the digraph and several words in which the configuration of the word is similar -- "hat" and "day," for example. Have students circle the word containing the "a" sound as you say the sound. C Repeat Activity E in Instructional Objective 1.04 using vowel digraphs. Since students must memorize the spellings of words containing vowel digraphs, it is suggested that activities center on one spelling at a time.	B5d Reading 22-25	

LANGUAGE ARTS - GRADE 2

SUBJECT AREA: Writing

GOAL: 23000 Understanding and utilizing written communication

STRAND: Spelling

TERMINAL OBJECTIVE: 233A1 00 To understand the sound/symbol relationship to spelling

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE
The learner will 1.07 associate the sounds of vowel diphthongs with their spellings	A vowel diphthong is a two letter vowel combination having a unique sound. Vowel diphthongs include "ou," "ow," "oi," "oy," "ou," and "au."	recognizing	A. Give students a diphthong such as "ou" and discuss with them the sound the diphthong represents. Give them a list of words that include the diphthong. Have students underline the diphthong in each word. Give students a list of other words that contain "ou" as a diphthong. Have students use the words in sentences.	BSF Reading 22211
		categorizing	B. Have students develop a "word bank" for each diphthong. Have students deposit new words in the appropriate bank.	
1.08 associate the sounds of r-controlled vowels with their spellings	R-controlled vowels are vowels followed by "r." They have a unique sound. It is said the "r" controls the sound.	recognizing, associating	A. Give students r-controlled vowels, such as "er" and "oor." Discuss how these vowels sound. Now give students a list of words containing these r-controlled vowels and ask students to underline the "er" and "oor" in each word.	BSF Reading 22212
		categorizing	B. Develop a poster of pictures representing words spelled with the same r-controlled vowel, such as a picture of a candy bar. As students encounter new words with the same spelling, have them find pictures to represent the words and add them to the poster.	

LANGUAGE ARTS - GRADE 2

SUBJECT AREA: Writing

GOAL: 23000 Understanding and utilizing written communication

STRAND: Spelling

TERMINAL OBJECTIVE: 233B1.00 To understand and spell correctly appropriate grade level words

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE	RESOURCES
The learner will: 1.01 spell second grade level words.	Students use visual and auditory memory skills and decoding skills to spell. Many different sequences are used in teaching spelling. The ideal time to introduce a new word is when the student has a need for it and is ready to learn it. For the purposes of this guide, we recommend following the program outlined in the basal speller. Sight word vocabulary lists may be used in conjunction with the basal speller. Words from content areas, such as science and social studies, may also be included as spelling words. Students should be given many opportunities to use their spelling words each week. Spelling tests should be given weekly.	recalling composing identifying applying	A. Include words from sight word lists, content areas, and basal readers as spelling words each week. Have students select bonus words for extra points each week. B. Have students compose sentences using the spelling words of the week. C. Have students use a dictionary to look up the meanings of the spelling words of the week. D. Have students do activities such as completing crossword puzzles.		

LANGUAGE ARTS - GRADE 2

SUBJECT AREA: Writing

GOAL: 23000 Understanding and utilizing written communication

STRAND: Spelling

TERMINAL OBJECTIVE: 233C1.00 To understand the roles of study steps and proofreading in spelling

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE	RESOURCES
The learner will: 1.01 use a study step plan to spell words.	Study step plans vary, but a good plan will help visual, auditory or tactile learners, or those who use a combination of the learning styles. Students will become aware of how they learn best at different stages in their school programs. The study step method in the student's basal speller can provide structure for learning. The emphasis in this objective is not to point out that one study step plan is recommended over another but that a plan in itself is important.	copying, recognizing evaluating	A. Have students copy a study step plan such as the following: 1. look at the word; 2. pronounce it; 3. say the letters in the order they occur; 4. repeat the letters in sequence with the eyes closed; 5. write the word without looking at it; 6. check the word for correct spelling. B. Have students use the study step plan to study their weekly spelling words. Have them discuss how the plan helped them learn.		

LANGUAGE ARTS - GRADE 2

SUBJECT AREA: Writing

GOAL: 22000 Understanding and utilizing written communication

STRAND: Spelling

TERMINAL OBJECTIVE: 233D1.00 To understand the roles of word meaning and word building skills in spelling

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE
The learner will: 1.01 use inflectional endings to spell words.	An inflectional ending is the change in the form of a word showing its case, gender, number, person, time, mood, or comparison. The most common endings in beginning spelling are: "s," "ed," "ing," "er," "d," "ly," and "est."	illustrating	A. Give students several familiar nouns and tell them to add "-s" to these nouns. Have students then draw pictures which represent the words. For example, "boy + s = boys." They would draw a picture of one boy + s = a picture of two boys.	BSF Reading 22217, 22218, 22220, 22222 L.A. 232B1
		applying	B. Give students several verbs and instruct them to add "-ing" to them. Now have students think of a sentence using the changed word. Let students take turns saying their sentences aloud.	
		applying	C. Give students sentences containing base words to which a suffix should be added. Have students add endings to the base words to complete the sentences.	

LANGUAGE ARTS - GRADE 2

SUBJECT AREA: Writing

GOAL: 23000 Understanding and utilizing written communication

STRAND: Spelling

TERMINAL OBJECTIVE: 233D1.00 To understand the roles of word meaning and word building skills in spelling

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE
The learner will: 1.02 form compound words.	Compound words are two words combined to make a new word.	applying	A. Give students pictures of words, such as pictures of a fire and a man. Write the words in this manner: "fire + man = fireman." Tell students that these two words can be joined together to form the compound word "fireman." Now show students a picture of a fireman. Give students other pictures representing compound words and have them write the words.	BSF Reading 22224
		applying, identifying	B. Give students several compound words made from familiar smaller words. Have students underline the two separate smaller words. Have students suggest other compound words and list their suggestions on the chalkboard.	
1.03 use context as an aid to decoding word meaning.	Contextual aids including experience clues, familiar expressions, substitute words, and pictures/diagrams/charts can be used to determine the meaning of words in spelling.	identifying	A. Write two sentences on the chalkboard, each with a key word missing. "The man is carrying a _____. The man dug a _____." Write the key words on the board and have the students write the sentences with the correct word in the correct blank. Repeat with other sentence pairs.	BSF Reading 22111

LANGUAGE ARTS - GRADE 2

SUBJECT AREA: Writing

GOAL: 23000 Understanding and utilizing written communication

STRAND: Composition

TERMINAL OBJECTIVE: 234A1.00 To understand the elements of a complete sentence

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE
The learner will: 1.01 identify the two parts of a sentence.	A sentence has two parts. The naming part tells who or what the sentence is about. The telling part tells what the person or thing does or is, or what happens to the person or thing.	analyzing, identifying, matching analyzing, identifying	A. Write the naming parts of sentences on cards and the telling parts of the sentences on other cards. Shuffle the cards, give them to students and have them match the cards. B. Give students several short sentences. Have them name the naming part and the telling part of each sentence.	LA 232A1
1.02 write examples of the four types of sentences.	The four types of sentences are declarative, imperative, interrogative, and exclamatory. Students do not need to learn the technical names for the sentence types, but should be able to write an example of each type of sentence as directed by the teacher. Each sentence type should be introduced separately.	listening, composing, writing applying, discriminating, synthesizing	A. Introduce each sentence type separately. Explain the special characteristics of each type, including uses and punctuation. Have students write many examples of each type sentence. B. Show students an object or picture. Have them write four sentences -- one of each type -- relating to the object or picture as prompted by the teacher, such as "Write a sentence that asks a question about the picture." Ask students to tell the punctuation used at the end of each sentence.	LA 232D1 LA 232D1

LANGUAGE ARTS - GRADE 2

SUBJECT AREA: Writing

GOAL: 23000 Understanding and utilizing written communication

STRAND: Composition

TERMINAL OBJECTIVE: 234B1.00 To understand simple paragraph organization and development

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE	RESOURCES
The learner will:					
1.01 recognize criteria for writing a good story.	At this level elements of a story include: vocabulary, logical order, relevant/irrelevant information, and the beginning, middle, and end of a story. Logical order should be taught prior to beginning, middle, and end of a story on the premise that these divisions will be an outgrowth of logical order. These elements are already being addressed in other strands. Composition, therefore, should be a culmination of these elements. At this level a story may be one paragraph.	recognizing creating recognizing	A. Show students a simple story and discuss with them the various elements of a story. B. Put students in three groups. Label the groups "beginning," "middle," and "end." Give students characters and the setting of a story. Have each group develop its portion of the story and dictate it to the teacher. Read the entire story to the class. C. Discuss logical order of events in a particular situation. Read a story with a definite sequence such as one about baking a cake. Change the order of events to illustrate the role of logical order in writing.	BSF Reading 22118	
1.02 write a group story.	A group story is a story dictated by the students as a group. The teacher records, edits and organizes from the students' input. The topic can be any event, observation or summary of information pertaining to the class.	synthesizing	A. Have the students review elements of a story. Using these elements, they should dictate a group story to the teacher. Suggestions for extending this activity would include illustrating, dramatizing or putting the story in book form.		

LANGUAGE ARTS - GRADE 2

SUBJECT AREA: Writing

GOAL: 23000 Understanding and utilizing written communication

STRAND: Composition

TERMINAL OBJECTIVE: 234B1.00 To understand simple paragraph organization and development

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE	RESOURCES
The learner will: 1.03 write a story.	Writing a story requires the student to use many skills in combination such as thinking, organizing, writing, and communicating thoughts in a comprehensible fashion. Students must use almost all other objectives in this guide to master this objective. As students develop proficiency in other strands, their stories will improve if they are given many opportunities to write. Therefore, this objective should be reinforced throughout the year. At this level a story can be one paragraph.	synthesizing, writing, composing composing, writing	A. Provide students with art paper and let them make "thumbkin pets" on the paper by enhancing a thumbprint. Let them decorate the pictures and instruct students to write a short story about their pets and how they care for them. B. Have students write short stories about things in which they are interested, such as their homes, their pets, and themselves. Encourage the generation of ideas and then identify the individual strengths and needs of students.		

LANGUAGE ARTS - GRADE 2

SUBJECT AREA: Writing

GOAL: 23000 Understanding and utilizing written communication

STRAND: Composition

TERMINAL OBJECTIVE: 234C1.00 To understand the elements of style in written composition

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 identify and complete rhymes.	At this level, rhyming words should be limited to words in which the only sound that differs will be the initial sound.	identifying	A. Give students a copy of a simple rhyme which uses grade level vocabulary. Have them draw a line between the initial sound and the rhyming sound. (A bumble b ee Flew into a t ree.)	BSF Reading 22402	
		applying	B. Have students use grade level words to complete nonsense rhymes. For example: "fish- dish- wish; I wish for a fish on a dish." Have students illustrate the rhymes.		
1.02 recognize and compare poems.	Students at this level should be aware that poems may or may not rhyme. Both styles of poetry should be introduced at this time.	identifying, creating	A. Brainstorm words pertaining to a specific topic. Have the students as a group write a nonrhyming poem using these words.	BSF Reading 22402	
		applying	B. Put rhyming sentences on cards or cut rhyming sentences out of an old basal reader or book. Paste the rhyming sentences on a sheet of paper to make a new rhyming poem.		

LANGUAGE ARTS - GRADE 2

SUBJECT AREA: Writing

GOAL: 23000 Understanding and utilizing written communication

STRAND: Composition

TERMINAL OBJECTIVE: 234D1.00 To understand the relationship of creative thinking to writing

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE	RESOURCES
The learner will:					
1.01 formulate ideas.	Students should be encouraged to brainstorm, imagine, question, and talk with others to develop ideas.	thinking, creating, listening	A. Give students a topic to brainstorm. Have students brainstorm as a group. Use students' ideas in a group story. B. Have students take an imaginary journey. Tell them, "Close your eyes and imagine that you find Aladdin's lamp. Rub it three times. With a puff of smoke a genie appears. Look carefully at the genie as he asks you to make a wish." Have students discuss what they saw with one another. Now have them draw a picture of the imaginary journey and complete the following sentence: "I wish...."	L.A. 235B1	

LANGUAGE ARTS - GRADE 2

SUBJECT AREA: Writing

GOAL: 23000 Understanding and utilizing written communication

STRAND: Composition

TERMINAL OBJECTIVE: 234E1.00 To understand functional writing

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE	RESOURCES
The learner will: 1.01 write a friendly letter.	At this grade level use a model to introduce the parts of a friendly letter, including the date, the greeting, the body, and the closing in the proper positions. Students should be given many audiences to whom to write letters and notes. The writing becomes real when there is a real audience.	identifying, composing, writing composing, writing	A. Give students a form of a friendly letter and a word list pertaining to a particular topic to be discussed in the letter, such as home, school, or a trip. Have students use the model to compose a letter. B. Have the students write letters to parents about their day at school or to a friend about their previous night at home.		
1.02 address an envelope.	The teacher should use the standard form for an addressed envelope. The receiver's name and address are emphasized as well as the return address and the place for postage.	recognizing recognizing, writing	A. Make an oversized, appropriately addressed envelope with the students as you discuss correct form. B. Give the students a legal size envelope lined appropriately. Also give students copies of their names, addresses, and zip codes in proper form. Have students address the envelopes using the model.		

LANGUAGE ARTS - GRADE 2

SUBJECT AREA: Writing

GOAL: 23000 Understanding and utilizing written communication

STRAND: Composition

TERMINAL OBJECTIVE: 234E1.00 To understand functional writing

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.03 write a thank-you note.	A thank-you note differs from a friendly letter in that it is shorter and specifically thanks someone. Students need to be aware of the elements of a thank-you note, including the person to whom the note is written, the thank-you message, the sender, and the appropriate times to send a thank-you note.	recognizing recognizing, writing	A. Show students a model of a thank-you note and discuss with them the elements and purpose of a thank-you note. B. Give students information for each part of a thank-you note. For example, give the name of the person to whom the note is intended and give the purpose of the message. Have them compose notes using the information provided.		
1.04 write an invitation.	An invitation is a note that invites someone to a special event. The information included in the invitation should answer the questions "what," "where," and "when" about the event.	observing, recognizing, discussing applying	A. Give students a model identifying the elements required for an invitation. Have students discuss invitations they have received. B. Give students a copy of a form for an invitation. Have students fill in appropriate information; for example, an invitation to an open house at the school.		

LANGUAGE ARTS - GRADE 2

SUBJECT AREA: Writing

GOAL: 23000 Understanding and utilizing written communication

STRAND: Composition

TERMINAL OBJECTIVE: 234F1.00 To understand revision and proofreading skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE	RESOURCES
The learner will: 1.01 revise for improved expression.	Revision is the process by which a writer rephrases, adds, and/or deletes information in order to make the meaning of the words clearer or more effective. This step in the writing process is important to teach students that the first words they put down may not be the best. Proofreading for mechanical errors should be a separate step, although many texts use the terms together when speaking of 'editing.'	responding, analyzing, evaluating analyzing, applying	A. Have students work in pairs or groups to read each other's papers. Have them ask questions such as "What else would I like to know?" and "What parts are confusing?" B. Have students revise their work after it is read by peers and staple the new version on top of the old version.		

LANGUAGE ARTS - GRADE 2

SUBJECT AREA: Writing

GOAL: 23000 Understanding and utilizing written communication

STRAND: Composition

TERMINAL OBJECTIVE: 234F1.00 To understand revision and proofreading skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE	RESOURCES
The learner will: 1.02 develop proofreading skills.	The final step of any writing project is proofreading and correcting. The writer should proofread for complete sentence structure, capitalization, grammar, punctuation, and spelling. A form is usually provided as a model for correction. Extended editing procedure is left to the discretion of the teacher.	observing, recognizing, comprehending reading, writing, recognizing applying	A. Show students a copy of a story in which obvious mistakes in spelling, capitalization, and punctuation have been made. A correct model of the story should be provided for the students to compare with the original draft. Have students as a group correct the draft copy. B. After students become familiar with the editing process, assign them an editing partner. Have them work as a team to edit writing activities. C. Establish an editing procedure for the class, such as: 1. Reread what you have written. 2. Ask how to spell words of which you are unsure. 3. Ask someone else to read what you have written. 4. Correct the mistakes and reread again.		

LANGUAGE ARTS - GRADE 2

SUBJECT AREA: Thinking and Expression

GOAL: 23000 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organizational Skills

TERMINAL OBJECTIVE: 235A1.00 To develop critical thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE
The learner will: 1.01 make observations.	A skilled observation differs from a casual look at something. The skilled observer looks at appearance and/or behavior in describing a person, thing or action and does not integrate personal feelings or opinions into that observation. The observer carefully notes the existence of objects and people and their distinguishing characteristics.	listing, writing listing, writing listing, writing recalling, listing, writing	A. Set up a feeding station for birds outside the classroom window. Give students a specific time during the week to observe the station and make a list of their observations. B. Have students observe their classroom. Tell them to make a list of all the details that they observe. They could observe objects made of wood, glass, or metal. They could also observe big things or small things. C. Have each student measure a plot of ground 12" x 12" on the playground. Have students observe their plots and record their observations. D. Give students a picture containing many objects and depicting a great deal of action. Have students list as many things about the picture as they can recall. Ask probing questions to stimulate memory.	BSF Reading 22101

LANGUAGE ARTS - GRADE 2

SUBJECT AREA: Thinking and Expression

GOAL: 23000 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organizational Skills

TERMINAL OBJECTIVE: 235A1.00 To develop critical thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE	RESOURCES
The learner will: 1.02 ask questions.	Students often learn more by asking questions than by merely being told information. Students identify gaps in their understanding of a particular topic or area, and those gaps are articulated in the form of questions. Students often are afraid their questions will sound too simple, but because students approach things with different levels of understanding, no thoughtful questions are ever too simple. A question may have an obvious answer to one person, but not to another. Students need to be supported in asking questions that will broaden their knowledge.	listening, analyzing	A. Invite a guest to make a presentation to the class. This can be in conjunction with a current unit of study. Before the guest arrives, have students as a class decide what questions they would like to ask. After the presentation, encourage students to ask these and other questions prompted by the presentation.		
		listening, observing, analyzing	B. Perform a science experiment or project. As you progress through the project, tell students to think of the words, "I wonder..." in order to come up with questions concerning the project. If there are any questions that cannot be answered with the resources at hand, provide the resources and find the answers as a class.		
		listening, analyzing	C. Have students identify an unknown word by asking questions. Print an incomplete sentence on the board, such as "I like to ride my ____." Tell students they may ask questions to help them guess the correct word, such as "Does it have tires? Does it have a motor?" or "Is it an animal?" Require at least three questions before students guess.		

LANGUAGE ARTS - GRADE 2

SUBJECT AREA: Thinking and Expression

GOAL: 23000 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organizational Skills

TERMINAL OBJECTIVE: 235A1.00 To develop critical thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE
The learner will: 1.03 compare and contrast.	In order to compare or contrast, students must be able to determine the primary characteristics of two objects or people and determine if those characteristics make the things alike or different. Comparing is determining the ways two or more things are alike. Contrasting is determining the ways two or more things are different.	analyzing, listing analyzing	A. Have students go on a "thing finder" hunt. Give them specific things for which to hunt, such as clocks. Ask them to locate two clocks either at school or at home. Now have them make a list of things that are alike and/or different about the clocks. This activity can be enhanced by giving each student different "things to find." B. After completing Activity B in Instructional Objective 235A1.01, let students compare and contrast objects they observed. For instance, have students note the similarities and differences of the two largest objects.	BSF Reading 22133

LANGUAGE ARTS - GRADE 2

SUBJECT AREA: Thinking and Expression

GOAL: 23000 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organizational Skills

TERMINAL OBJECTIVE: 235A1.00 To develop critical thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE
The learner will: 1.04 classify.	In order to classify objects a student must be able to identify the common characteristics of things within a group. The student also should be able to assess the basic characteristics of specific items and determine whether or not they fall into that group.	analyzing, sorting	A. Give students pictures of foods from magazines. Ask them to group the foods into food group classifications -- meats, dairy products, vegetables, fruits, etc. These pictures can be on large sheets of paper with the food groups identified at the top of the sheets. Students could also classify foods by putting them into the categories of "healthy" and "unhealthy."	
		listening, analyzing	B. Have students close their eyes and listen to a variety of sounds. Have them as a class classify each sound as noise or music.	Music 281C1
		analyzing	C. Have students classify fruits and vegetables according to the colors red, yellow, orange, green, white, and purple.	

LANGUAGE ARTS - GRADE 2

SUBJECT AREA: Thinking and Expression

GOAL: 23000 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organizational Skills

TERMINAL OBJECTIVE: 235A1.00 To develop critical thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.05 sequence.	Students at this age begin to feel more comfortable about placing objects in order by size. However, they may still have some difficulty. They should be able to arrange a number of objects by size, and they should be able to put three or more events in the order in which they occur.	analyzing	A. Have three or four students of varying heights stand at the front of the room. Let the class put them in sequential order by size from shortest to tallest. This activity also can be done with birthdates -- from oldest to youngest.	BSF Reading 22118	
		applying, analyzing	B. Have students as a class list sequentially the steps needed to play a simple game that is familiar to them. After discussing the importance of sequential order ("What would happen if we did step #3 first?"), let students play the game.		
		recalling	C. Have students arrange in proper order the five or six sentences that summarize a story.		
1.06 make inferences.	Making inferences involves using background knowledge or experience to derive further information from a limited set of facts or events. To make inferences, a person must have enough background information and must associate those experiences with the information at hand. Students should be led to make inferences in a very controlled, structured way. They should be allowed to discuss their reasoning in order to determine errors in logic.	listening, analyzing, associating	A. Use a small box with a lid in which to hide an object. Make up a riddle about the object -- "Something small, yellow and sour is in the box." The student who identifies the object makes up the next riddle.	BSF Reading 22126	
		applying	B. Read students an excerpt from a short story. Ask students a question to which the answer must be inferred from the information given.		

LANGUAGE ARTS - GRADE 2

SUBJECT AREA: Thinking and Expression

GOAL: 23000 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organizational Skills

TERMINAL OBJECTIVE: 235A1.00 To develop critical thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.07 use inductive thinking to draw a conclusion or make a generalization.	Inductive thinking involves developing a general idea based upon the analysis of several separate pieces of information. The information used in inductive thinking may be explicitly stated, may be inferred, or may be based upon recollection of similar past experiences.	drawing conclusions making generalizations	A. Show students several pictures. Ask them a question about each picture from which they will have to form a conclusion. For example, show them a picture of children going into a school. Ask them what time of day it is. Discuss with them the information that led to their conclusions. B. Ask students to tell some things that have happened to them when they have run in the halls at school. Then ask them what rule they could make about running. This activity could be modified to emphasize any school safety rule.	BSF Reading 22138	
1.08 determine cause and effect.	"Cause" is the action or lack of action which determines the course of events which follow it. "Effect" is the event or events which result from a cause.	analyzing analyzing	A. Fill a dry glass jar with ice cubes and cover it tightly with a lid. Leave it on a table in the classroom for the students to observe. After about 15-20 minutes, have students discuss how the jar and ice look and why. B. Plant seeds in two containers; put one in a dark place and one by a window. Keep both watered. Have students observe what happens to the plants and tell why.	BSF Reading 22120, 22140 Science 252H1	

524

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13

LANGUAGE ARTS - GRADE 2

SUBJECT AREA: Thinking and Expression

GOAL: 23000 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organizational Skills

TERMINAL OBJECTIVE: 235A1.00 To develop critical thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.10 make judgments.	In the final stage of the investigatory process the student draws conclusions and makes a personal evaluation that reflects the student's values and opinions. The student may use judgments as a basis for continuing to investigate or for future reference. Encourage students to voice their judgments.	analyzing, evaluating	A. Show students an entertaining movie or filmstrip. Ask them to respond to questions that will help them analyze their feelings about the movie; for example, "Which character would you like most for a friend? What did you like or dislike about the movie? Would you ask to see this movie again?"		
		listening, evaluating, explaining	B. List several statements about a familiar topic. Have students determine if the statements are true or false and explain their answers. For example: Plants need air. Plants need light. Plants need flower pots. Plants need water.		
1.11 solve a problem.	Problem solving involves identifying the problem, identifying the cause of the problem, identifying possible solutions, considering the effect of each solution, selecting a solution, and implementing the solution	analyzing	A. Give students a hypothetical situation, such as "You just spilled a carton of tacks." Have the children name several ways to pick them up and list the responses on a chart. Go over the ideas to determine the ones which would be worth trying.		
		analyzing	B. Give students a hypothetical emergency situation, such as "Your stove catches on fire when your mother is not home." Ask them to describe what they would do in this situation		

LANGUAGE ARTS - GRADE 2

SUBJECT AREA: Thinking and Expression

GOAL: 23000 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organizational Skills

TERMINAL OBJECTIVE: 235B1.00 To develop creative thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE	RESOURCES
The learner will:					
1.01 brainstorm ideas.	Students brainstorm to produce ideas spontaneously which relate to a specific topic. In a brainstorming session, each student is encouraged to submit an idea. The responses are not evaluated, but accepted for future consideration. Students should be helped to understand that the intent is to generate as many ideas as possible.	synthesizing	A. Have students brainstorm people and places to include in a make-believe community; for example, a mayor and town hall; a grocer and the grocery; a police chief and the jail; a pharmacist and the drugstore; etc. Have students identify which parts of the community they will be responsible for developing. For example, three students might choose the pharmacy. They will have to work together to decide what employees the pharmacy will have and what items they will sell. Let students make "milk carton" buildings to place on a poster board map. After the community is completed, guide students in a discussion of the community, asking such questions as "Where will you go if you are sick? Where will you go if you are hungry? Where will you go to school? Where will you go to sleep? Have we included everything in the community that we need?"	S.S 241A2, 241B1, 241C1, 241D1, 241E1, 241E2, 241G1, 241H1, 241I1, 241I2	

LANGUAGE ARTS - GRADE 2

SUBJECT AREA: Thinking and Expression

GOAL: 23000 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organizational Skills

TERMINAL OBJECTIVE: 235B1.00 To develop creative thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.02 create an original idea.	After creative thinkers generate ideas and select one upon which they will focus, they view that idea in a flexible manner and develop it in an original way.	synthesizing	A. Have students take the ideas brainstormed in Activity A of Instructional Objective 1.01 to generate an original approach. Use questions like the following to stimulate originality: "What would you put in your community to make it different from anyone else's? If you could only have three buildings in your community, what would they be?"		
1.03 elaborate on an idea.	Instruction should focus on encouraging students to produce a unique response and to realize that there is no one desired response.	synthesizing	A. Have students produce a mural depicting community helpers. Provide the background and let them elaborate by drawing community helpers.		
		synthesizing	B. Give students a story starter. Then, have students as a group add a section of the story to elaborate on the initial idea.		

LANGUAGE ARTS - GRADE 2

SUBJECT AREA: Thinking and Expression

GOAL: 23000 Understanding and utilizing thinking skills and creative expression

STRAND: Listening Skills

TERMINAL OBJECTIVE: 236A1.00 To understand the relationship of listening skills to recalling and reacting to information

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 recognize the purposes for listening.	Students listen to learn about new things, to learn how to do something, to recognize others' opinions or ideas, and to receive instruction.	discussing, recognizing	A. Discuss with the class the different people to whom they listen every day. Have the students identify why they listen to each of the people identified.		
		recognizing	B. Play a game to guess whom you would listen to if you wanted to learn how to cross the street safely, or if you wanted to know how to do addition.		
1.02 listen attentively.	As members of a group or as individuals, the students need to direct attention to what is being said or discussed in order to understand and to learn. Attentiveness requires looking at the speaker, sitting quietly, disregarding distractions, and thinking about what the speaker is saying.	discussing	A. Discuss with the students suggestions for listening attentively.		
		recognizing	B. Role play an attentive student in given classroom situations.		
		identifying	C. Give the students a "key" word for which to listen. Have the students signal immediately when they hear the "key" word in the story. Begin with a noun as the "key" word. As listening skills develop, select other parts of speech.		
		listening, comprehending, recalling	D. Give students a list of questions about a story. After they have read the questions to themselves, read the story aloud. Have the students answer the questions based upon what they hear.		

LANGUAGE ARTS - GRADE 2

SUBJECT AREA: Thinking and Expression

GOAL: 23000 Understanding and utilizing thinking skills and creative expression

STRAND: Listening Skills

TERMINAL OBJECTIVE: 236A1.00 To understand the relationship of listening skills to recalling and reacting to information

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE	RESOURCES
The learner will: 1.03 listen to follow directions.	Students should be able to follow one- and two-step oral directions including position/placement, sequence/order, and negatives.	comprehending	A. Have students accomplish one-step directions such as "place your pencil on your desk," "raise your hand before speaking," and "do not open your book."		
		comprehending	B. Have students accomplish two-step directions using the same emphasis of placement, order, and negatives.		
		creating	C. Have students draw a simple picture in two steps by listening to directions.		

LANGUAGE ARTS - GRADE 2

SUBJECT AREA: Thinking and Expression

GOAL: 23000 Understanding and utilizing thinking skills and creative expression

STRAND: Listening Skills

TERMINAL OBJECTIVE: 236B1.00 To understand analyzing, interpreting, and judging information in listening

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 listen for sequence.	Sequence is the order of events in a selection.	ordering	A. Have each student look at a set of three cards as you tell a simple story. After the students have listened to the story, have them place the cards in correct order.	BSF Reading 22118 L.A. 235A1, 234B1	
		recalling	B. Have the students listen to a simple story. Then have them retell, in order, the events of the story.		
1.02 listen to predict an event or outcome.	Predicting outcomes is the skill of using known information, inferred information, past experiences and logical thinking to speculate on possible results or outcomes. Predicting differs from guessing in that guessing often involves random responses which may or may not be the result of critical thinking.	thinking critically	A. Read a story or poem with a set pattern. At an appropriate point, stop to ask students what they think will happen next.	BSF Reading 22128 L.A. 235A1	
		creating	B. Have students listen to recordings of familiar stories and write or tape endings to the stories to share with classmates.		

LANGUAGE ARTS - GRADE 2

SUBJECT AREA: Thinking and Expression

GOAL: 23000 Understanding and utilizing thinking skills and creative expression

STRAND: Listening Skills

TERMINAL OBJECTIVE: 236B1.00 To understand analyzing, interpreting, and judging information in listening

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will. 1.03 listen to distinguish real from imaginary	A real thing or situation is one which actually exists or could actually occur. Imaginary, or "make believe," events or situations are often nonsensical and cannot occur. Be careful with passages which contain "real" situations set in imaginary stories. For example, if students are asked to label, as real or imaginary, the phrase "Snow White was washing the dishes," they may be confused.	identifying identifying	A. Have students listen to a short story and decide if the story is real or "make believe." Have the students act out the imaginary parts. B. Read a true story to students. Have them retell the story and introduce imaginary elements into the narrative.	BSF Reading 22143	
1.04 listen for the main idea.	The main idea is the central message or statement in a passage. All other statements or ideas relate to the main idea. At this level, the main idea should be stated directly rather than implied in the passage.	applying applying	A. Show students several choices of main idea statements. Then read a selection and have students identify the statement that best summarizes the main idea. B. Read a simple story and have students tell the main idea.	BSF Reading 22125	

LANGUAGE ARTS - GRADE 2

SUBJECT AREA: Thinking and Expression

GOAL: 23000 Understanding and utilizing thinking skills and creative expression

STRAND: Listening Skills

TERMINAL OBJECTIVE: 236C1.00 To develop an appreciation of literature through listening

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE	RESOURCES
The learner will:					
1.01 listen to literature.	Students should be exposed to various types of good children's literature, both poetry and prose, for recognition and enjoyment. Children of this age enjoy short stories with colorful pictures. Other types of children's literature include nursery rhymes, finger plays, fairy tales, folk tales, picture books, tapes, films, filmstrips, records, and stories told by storytellers	listening listening listening	A. Plan to read or play tapes of at least one Caldecott Award winner each month. B. Invite parents, grandparents or other community volunteers to dress as characters and read stories to students. C. Have a night each week when parents can check out books for their children. Ask parents to read to students every day.	BSF Reading 22401	

LANGUAGE ARTS - GRADE 2

SUBJECT AREA: Thinking and Expression

GOAL: 23000 Understanding and utilizing thinking skills and creative expression

STRAND: Oral Communication Skills

TERMINAL OBJECTIVE: 237A1.00 To understand the relationship between vocabulary development and oral communication

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE	RESOURCES
The learner will: 1.01 name common objects.	Vocabulary necessary to name common objects should include classroom objects, personal items, color words, shape words, quantitative words and position words.	recalling	A. Have each student develop a "word bank" of words used to name and describe objects. Encourage students to make a "deposit" of at least one new word each day.		
		creating	B. Have students pick objects they would like to be and describe the objects. Have the other students guess from clues given, such as "I am brown, made of wood and I have four legs."		
1.02 identify vocabulary from context.	All words in a sentence except the word to be identified from context should be familiar to the student.	reading, comprehending	A. Have students complete a paragraph in which words have been omitted. They should use a list of basal words such as spelling words or reading vocabulary words.	BSF Reading 22111	
		reading, comprehending	B. Give students sentences each of which contains a new word. Have students read the sentences and identify the new word by using context clues.		

LANGUAGE ARTS - GRADE 2

SUBJECT AREA: Thinking and Expression

GOAL: 23000 Understanding and utilizing thinking skills and creative expression

STRAND: Oral Communication Skills

TERMINAL OBJECTIVE: 237B1.00 To use standard English effectively in oral communication

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS- REFERENCE	RESOURCES
The learner will: 1.01 speak clearly, properly and politely.	Speaking clearly and properly is a practiced skill. It should be encouraged through suggestions to stand properly, to look at the person or group to whom you are speaking and to speak in a normal voice rather than whispering or shouting. Standard greetings, expressions of courtesy and farewells should be practiced in the classroom.	observing, verbalizing, associating dramatizing	A. Have students describe pictures of students using good speaking practices. Then have each child give information about him/herself using these suggestions. B. Have the students role-play situations requiring polite and proper expressions.		
1.02 relate information orally.	Information related orally should include personal information and experiences. Students should be able to make announcements or give explanations.	listening, verbalizing listening, verbalizing listening, verbalizing	A. Have the students play a circle game to relate personal information such as full name, address, telephone number, names of family members, and/or personal interests. B. Read a story or poem to the students, then ask them to relate a similar experience. C. Have students participate in "Show and Tell" or explanations of art work.		

LANGUAGE ARTS - GRADE 2

SUBJECT AREA: Thinking and Expression

GOAL: 23000 Understanding and utilizing thinking skills and creative expression

STRAND: Oral Communication Skills

TERMINAL OBJECTIVE: 237B1.00 To use standard English effectively in oral communication

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE
The learner will: 1.03 relate information in complete sentences.	A complete sentence expresses a complete idea. It has a naming part and a telling, or action part.	verbalizing	A. Use a puppet to demonstrate talking in complete sentences about an object or picture. Have the students take turns using the puppet to add a complete sentence about the object or picture.	L.A. 232A1
		listening, verbalizing	B. Pick a topic to discuss with the students. Have each student give one complete sentence about the topic as you record the sentences in story format.	
1.04 express ideas and feelings orally.	Ideas and feelings may be expressed in group discussions, through role play or dramatization, and by using puppets and magnet/tunnel boards to stimulate verbalization.	thinking, verbalizing	A. Lead students in a group discussion to plan an upcoming event such as a class party. Brainstorm ideas to be discussed.	
		thinking, verbalizing	B. Have students work as partners to role play situations or conversations, such as talking on the bus after the first day of school, discussing what they would do with their own robots, etc.	
1.05 use the telephone	Using the telephone should be an extended oral communication skill, incorporating clarity, complete sentence usage and courtesy.	applying	A. After introducing telephone courtesy, have each student practice telephone etiquette, using an activity center with a tape recorder.	
		applying	B. Have each student place a telephone call using telephone skills.	

LANGUAGE ARTS - GRADE 2

SUBJECT AREA: Thinking and Expression

GOAL: 23000 Understanding and utilizing thinking skills and creative expression

STRAND: Oral Communication Skills

TERMINAL OBJECTIVE: 237B1.00 To use standard English effectively in oral communication

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCE
The learner will: 1.05 engage in choral reading.	Choral reading is reading and speaking in synchronization with a group to present a poem or selection	applying	A. Have students "echo read" or read along orally as the teacher presents a short selection or excerpt from a basal story.	BSF Reading 22106	
		applying	B. Take turns reading a poem by group designation, such as having boys read the odd-numbered lines and girls the even-numbered lines.		
1.07 retell a story.	When retelling a story, all events need to be in the order in which they happened. Using complete sentences is required.	recalling, sequencing	A. Tell a simple version of a familiar story. Have the students retell the story one sentence at a time as you record the sentences on the chalkboard. Have the students reread to make sure the order of events is correct.		
		recalling, sequencing	B. Have students draw three pictures to illustrate a familiar story. Have them tell about the story using the pictures in proper order.		
1.08 give oral directions	When giving oral directions the students should think about what information needs to be provided. The order in which the directions should be followed is usually important.	listening, comprehending	A. Have students discuss how to think through details needed for proper directions to be given. The teacher needs to give several examples of good oral directions.		
		applying	B. Pair students and have them practice giving directions to each other.		